



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Corinna Elementary School

SAU: RSU 19

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# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 03

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	27	27	100	85	75	72	19	67	7	7	27	0	0
	2012-2013	28	28	100	50	60	68	7	43	14	36	28	0	0
Female	2011-2012	16	16	100	81	76	77	25	56	13	6			
	2012-2013	17	17	100	47	64	73	6	41	18	35			
Male	2011-2012	11	11	100	91	74	68	9	82	<1	9			
	2012-2013	11	11	100	55	57	64	9	45	9	36			
Caucasian/White	2011-2012	27	27	100	85	76	73	19	67	7	7			
	2012-2013	27	27	100	48	60	70	7	41	15	37			
African American/Black	2011-2012	0	0				47							
	2012-2013	1	1	100			43							
Hispanic	2011-2012	0	0				65							
	2012-2013	0	0				58							
Asian or Pacific Islander	2011-2012	0	0				77							
	2012-2013	0	0				67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	17	17	100	76	70	62	6	71	12	12			
	2012-2013	20	20	100	35	56	59	5	30	20	45			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	5	5	100		54	36							
	2012-2013	5	5	100		17	35							
Limited English Proficient	2011-2012	0	0				47							
	2012-2013	0	0				43							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 04

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	26	26	100	69	64	71	12	58	12	19	26	0	0
	2012-2013	30	30	100	67	64	69	13	53	23	10	30	0	0
Female	2011-2012	14	14	100	79	69	75	14	64	<1	21			
	2012-2013	15	15	100	73	64	74	20	53	20	7			
Male	2011-2012	12	12	100	58	59	67	8	50	25	17			
	2012-2013	15	15	100	60	65	64	7	53	27	13			
Caucasian/White	2011-2012	25	25	100	68	65	72	12	56	12	20			
	2012-2013	30	30	100	67	66	70	13	53	23	10			
African American/Black	2011-2012	0	0				42							
	2012-2013	0	0				43							
Hispanic	2011-2012	1	1	100			60							
	2012-2013	0	0				60							
Asian or Pacific Islander	2011-2012	0	0				76							
	2012-2013	0	0				77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	17	17	100	71	58	60	18	53	6	24			
	2012-2013	18	18	100	50	58	58	11	39	39	11			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	2	2	100		19	35							
	2012-2013	8	8	100		30	31							
Limited English Proficient	2011-2012	1	1	100			40							
	2012-2013	0	0				41							

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# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 03

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	27	27	100	81	67	64	15	67	4	15	27	0
	2012-2013	28	28	100	36	48	62	14	21	29	36	28	0
Female	2011-2012	16	16	100	75	61	63	19	56	6	19		
	2012-2013	17	17	100	41	44	60	12	29	29	29		
Male	2011-2012	11	11	100	91	74	65	9	82	<1	9		
	2012-2013	11	11	100	27	51	63	18	9	27	45		
Caucasian/White	2011-2012	27	27	100	81	68	65	15	67	4	15		
	2012-2013	27	27	100	33	48	63	15	19	30	37		
African American/Black	2011-2012	0	0				38						
	2012-2013	1	1	100			30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				48						
Asian or Pacific Islander	2011-2012	0	0				70						
	2012-2013	0	0				63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	17	17	100	71	61	52	6	65	6	24		
	2012-2013	20	20	100	30	43	50	10	20	25	45		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	5	5	100		54	35						
	2012-2013	5	5	100		13	36						
Limited English Proficient	2011-2012	0	0				36						
	2012-2013	0	0				31						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 04

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	26	26	100	58	62	66	15	42	19	23	26	0
	2012-2013	30	30	100	60	63	65	17	43	17	23	30	0
Female	2011-2012	14	14	100	64	62	65	14	50	14	21		
	2012-2013	15	15	100	53	56	65	27	27	20	27		
Male	2011-2012	12	12	100	50	62	67	17	33	25	25		
	2012-2013	15	15	100	67	70	65	7	60	13	20		
Caucasian/White	2011-2012	25	25	100	60	62	67	16	44	16	24		
	2012-2013	30	30	100	60	63	66	17	43	17	23		
African American/Black	2011-2012	0	0				31						
	2012-2013	0	0				39						
Hispanic	2011-2012	1	1	100			52						
	2012-2013	0	0				53						
Asian or Pacific Islander	2011-2012	0	0				71						
	2012-2013	0	0				73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	17	17	100	53	51	54	12	41	24	24		
	2012-2013	18	18	100	44	54	53	6	39	28	28		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	2	2	100		37	37						
	2012-2013	8	8	100		36	31						
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	0	0				39						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	58	100		72	74	76	46	61	86
Female	32	*		69	72	44	29	66	85
Male	26	*		76	78	32	17	53	88
Caucasian/White	57	100		74	76	74	44	59	87
African American/Black	1	*		*		1	*	*	
Hispanic	0	*		*		1	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	38	*		71	73	51	26	51	86
Not Economically Disadvantaged	20	*		74	76	25	20	80	87
Migrant	0	*		*		0	*	*	
Not Migrant	58	100		72	74	76	46	61	86
Students with Disabilities	13	*		36	41	13	2	15	68
Students without Disabilities	45	100		78	80	63	44	70	89
Limited English Proficient	0	*		*		1	*	*	
Not Limited English Proficient	58	100		73	75	75	45	60	87
Super Subgroup	40	*		69	72	53	26	49	85
Non-Super Subgroup	18	*		79	81	23	20	87	90

2011-12 % Attendance Rate Target = 93%
95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
A blank cell indicates data are not available.  
The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19  
**Grade:** 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	58	100		67	70	76	38	50	84
Female	32	*		67	70	44	23	52	84
Male	26	*		68	71	32	15	47	84
Caucasian/White	57	100		70	73	74	36	49	85
African American/Black	1	*		*		1	*	*	
Hispanic	0	*		*		1	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	38	*		61	64	51	21	41	81
Not Economically Disadvantaged	20	*		81	83	25	17	68	91
Migrant	0	*		*		0	*	*	
Not Migrant	58	100		67	70	76	38	50	84
Students with Disabilities	13	*		45	50	13	1	8	73
Students without Disabilities	45	100		71	73	63	37	59	86
Limited English Proficient	0	*		*		1	*	*	
Not Limited English Proficient	58	100		69	72	75	37	49	85
Super Subgroup	40	*		59	62	53	21	40	80
Non-Super Subgroup	18	*		88	89	23	17	74	94

2011-12 % Attendance Rate Target = 93%
95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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# 2013-2014 NCLB Report Card

**School:** Corinna Elementary School  
**SAU:** RSU 19

## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	10	3	3	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.